R E P O R T R E S U M E S

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CASE STUDY, THE EVALUATION OF FIRST-YEAR TEACHER GRADUATES OF MADONNA COLLEGE.

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TO DETERMINE THE EFFECTIVENESS OF ITS TEACHER EDUCATION PROGRAM, MADONNA COLLEGE COLLECTED INFORMATION ON THE FIRST YEAR OF TEACHING OF 86 OF ITS 101 STUDENTS WHO WERE RECOMMENDED FOR CERTIFICATION DURING THE PAST 6 YEARS. THE PRINCIPALS EMPLOYING THESE GRADUATES COMPLETED AN EIGHT-ITEM OPEN-ENDED QUESTIONNAIRE ON HIGH AND LOW POINTS OF PERFORMANCE AND PREPARATION, AND RATED THE TEACHER (VIA CHECKLIST) AS A PERSON, A PROFESSIONAL WORKER, AND A MEMBER OF THE COMMUNITY. THE RATINGS SHOWED MOST OF THE TEACHERS TO BE GROWING NORMALLY OR BETTER IN PROFESSIONAL COMPETENCE. TWENTY-EIGHT PERCENT OF THE ADMINISTRATORS MADE RECOMMENDATIONS FOR PERFORMANCE IMPROVEMENT (24 PERCENT FOR STRONGER DISCIPLINE), AND 15 PERCENT FOR PREPARATION IMPROVEMENT. NINETY-ONE PERCENT INDICATED THAT IT WAS NOT NECESSARY FOR THE COLLEGE SUPERVISOR TO VISIT THE TEACHER. ALL BUT ONE OF THE TEACHERS WERE INVITED TO RETURN TO THE SCHOOL SYSTEM. AT LEAST 90 PERCENT OF THE TEACHERS WERE RATED FAVORABLE OR BETTER ON RELATIONSHIPS WITH PUPILS, PARENTS, FACULTY, AND COMMUNITY. IN OVERALL EVALUATION, FIVE-SIXTHS OF THE TEACHERS WERE RATED ABOVE "AVERAGE" (59 PERCENT "GOOD" AND 23 PERCENT "SUPERIOR"). (LC)

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CASE STUDY

THE EVALUATION OF FIRST-YEAR TEACHER GRADUATES

of

MADONNA COLLEGE

Submitted to

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by

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Chairman of the Department of Education

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SUMMARY

Madonna College, a four-year liberal arts college, has a total institutional commitment to teacher education. Its entire faculty is involved in the teacher education program which is designed to qualify students for a bachelor's degree, with a major in a specific subject area, and a teaching certificate on the elementary or secondary level.

To determine the effectiveness of the program, the Education Department conducted a self-evaluation study in 1959 and a curricular appraisal study in 1964. The findings of both studies indicated that the pre-service program for teachers was adequate.[1]

In 1965 another appraisal study of the Madonna College teacher education program was initiated. The purpose of the study, described in this report, was to assess the performance of Madonna graduates in their first year of teaching. Most educators believe that the real test of the effectiveness of a teacher education program lies ultimately in the kinds of teachers who enter the profession.

For the past six years appraisal forms for first-year Madonna teacher graduates have been filled out by school principals and filed in the Dean's Office. During this period (1959-1964), 101 lay students and 119 religious have been recommended by Madonna College for provisional certification. Of the 101 lay students, 86, or 85.15 per cent, had forms available on file; the remaining 15 students were either out of state, in

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[1] Departmental Evaluation, Madonna College, Livonia, Michigan, 1959. A 1964 Reappraisal of the Teacher Education Curriculum at Madonna College.

volunteer service work, in graduate study, not teaching, or did not have their forms returned. For comparative purposes the same appraisal form was not available for the religious teachers since the Community school supervisor assumes responsibility for their in-service training.

The data obtained on the evaluation forms were tabulated and interpreted in percentages. In the over-all evaluation, 82.56 per cent of the teachers were rated "above average", of whom 23.26 per cent were in the "superior" group and 59.30 per cent in the "good" category; 11.63 per cent were considered "average"; 3.49 of "doubtful" quality and 1.16 per cent (one student) was of "undesirable" quality.[2]

On the basis of the findings of this study, the Madonna Teacher Education Department concluded that 94.19 per cent of its teacher graduates entering the profession had average or above-average professional competency in curricular and disciplinary areas and those of interpersonal relations.

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[2]The principal recommended that this teacher transfer from the secondary to the elementary level.

MADONNA COLLEGE
DEPARTMENT OF EDUCATION

Self-Study
BASED ON THE EVALUATION OF FIRST-YEAR TEACHER GRADUATES

INTRODUCTION

Madonna College is a four-year liberal arts college which aims to form intelligent, dynamic, cultured women who think and act consistently in accordance with Christian principles. Since its inception in 1937 as Presentation Junior College and its establishment in 1947 as a senior college, Madonna College has had a total institutional commitment to teacher education. The Teacher Education Program, an integral part of the liberal arts curriculum, involves the participation of all its faculty members. It is designed to qualify students for a bachelor's degree, with a major in a particular subject area, and a teaching certificate on the elementary or secondary level.

Since its first graduating class of lay students in 1951, Madonna College has recommended 472 students for provisional certification. To determine the effectiveness of its program, the Education Department conducted a self-evaluation study in 1959 and a curricular appraisal study in 1964. The findings of both studies indicated that its pre-service program for teachers was adequate.[1]

In 1965 another appraisal study of the Madonna College teacher education program was initiated which aimed to evaluate the initial performance of Madonna College teacher graduates. The present report

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[1] Departmental Evaluation, Madonna College. Livonia, Michigan, 1959. A 1964 Reappraisal of the Teacher Education Curriculum at Madonna College.

delineates the objectives, procedure, findings, conclusions, and implications of the 1965 evaluation study.

OBJECTIVES

Most educators concur that the real test of the effectiveness of an education program lies umtimately in the kinds of teachers who enter the profession. The purpose of this study was to ascertain whether the objectives of Madonna College as set forth by the Teacher Education Department are attained and implemented by the teacher graduates. The specific objectives of the Department are:

1. To develop liberally educated women whose minds will be disciplined in the art of clear thinking and valid reasoning.

2. To prepare teachers who will possess a functional knowledge of and a competence in the subject areas they are to teach.

3. To help the student integrate her liberal education and professional competence in such a way as to develop an effective teacher who has:

a) an understanding of children in the light of a true Christian philosophy

b) a basic knowledge of the principles governing human growth and development with implications for teaching

c) a knowledge of the principles of learning and the scientific method of teaching

d) an understanding of the problems, responsibilities, and privileges of teaching.

PROCEDURE

Eight or nine months after a beginning teacher is in her classroom the College requests the school principal to complete a form evaluating

the teacher's performance. During the past six years Madonna College collected information on 86 of its 101 students who were recommended for certification. Data were not available for the remaining 15 because they were either in graduate work, in volunteer service, in another state, not teaching, or did not have forms completed by the principal. For comparative purposes the same appraisal form was not available for the 119 religious recommended for certification since the Community school supervisor, responsible for their guidance, follows a different type of evaluating procedure.

The evaluation form (Appendix I) sent to the principals for Madonna College teacher graduates consists of three components: a letter to the principal explaining the purpose of the follow-up program, a one-page questionnaire with open-ended questions concerning the teacher's performance, and a rating check list for determining the effectiveness of the teacher as a person, a professional worker, and as a citizen of the community.

Data obtained from the 86 evaluation forms were categorized, tabulated, and interpreted in percentages (Appendix II).

FINDINGS

The findings of this study are complimentary to the 1959-1964 teacher graduates and the faculty of Madonna College. The following findings were considered valid and reliable as related to the participants involved in this study.

The five open-ended questions and an analysis of the responses to them are as follows:

1. In what ways have the services of this teacher been especially commendable? Of the 160 comments by the school administrators, 34.38 per

cent were related to the teacher's personal qualities, 37.50 per cent to her professional competence, and 28.12 per cent to her relationships with students.

2. In what ways could the services of this teacher have been more satisfactory? Twenty-four per cent of the administrators indicated that the teacher could have maintained stronger discipline. Four per cent presented varied recommendations. Seventy-two per cent of the administrators made no recommendations for improvements.

3. In what ways could our institution have provided this teacher with better preparation for her work? Only 15 per cent of the administrators responded: in their recommendations for improving the prospective teacher's pre-service program, no pattern emerged.

4. As things stand at present, is it probable that this teacher will be invited to return to your staff next year? All teachers were invited to return to the school system except one.

5. Would you advise that we observe this teacher in the classroom and consult with you personally before making a recommendation for a permanent certificate? Of the 86 administrators, 90.70 per cent indicated that it was not necessary to visit the teacher (some of these, however, indicated that the college supervisor would be most welcome to come); 2.32 per cent recommended that the college supervisor visit the neophyte teacher; 6.98 per cent did not respond.

Tables I and II indicate the administrators' responses to items six and seven on the questionnaire.[2] The administrators rated the teachers as follows: teacher-pupil relationships, 10.47 very favorable, 80.23 per cent

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[2]Appendix II

favorable, 8.14 per cent unfavorable, 1.16 per cent no response; teacher-parent relationships, 10.47 per cent very favorable, 80.23 per cent favorable, 4.65 per cent unfavorable, 4.65 per cent no response; teacher-faculty relationships, 17.44 per cent very favorable, 76.74 per cent favorable, 3.49 per cent unfavorable, 2.33 per cent no response; teacher-community relationships, 6.98 per cent very favorable, 69.69 per cent favorable; 5.81 per cent unfavorable, and 17.44 per cent no response.

In the over-all evaluation, 82.56 per cent of the teachers were rated "above average", of whom 23.26 per cent were in the "superior" group and 59.30 per cent in the "good" category; 11.63 per cent were considered "average"; 3.49 of "doubtful" quality and 1.16 per cent (one student) was of "undesirable quality".[3]

The administrators' responses on the check list rating indicated that the first year teachers were showing growth in their professional competency while teaching. Data in Table III of Appendix II confirm this statement.

CONCLUSIONS

An evaluation of the findings warranted the following conclusions with respect to the teacher graduates involved in this investigation.

1. Madonna College adequately prepares prospective teachers to integrate liberal education and professional competence in such a way as to develop an effective classroom teacher since school administrators rated 23.26 per cent of the first-year teachers "superior," 59.30 per cent "good," and 11.36 per cent "average."

2. Madonna College prepares teachers who possess a functional knowledge of and a competence in the subject areas they teach since no administrator indicated that the teacher graduates were deficient in the knowledge of subject matter.

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[3]The principal recommended that this teacher transfer from the secondary to the elementary level.

3. Some of the Madonna College teacher graduates during their first year of teaching experience encountered difficulty with class control as indicated by 24.00 per cent of the school administrators. All except three administrators stated that progress in this area would come with experience.

4. According to the findings of this study Madonna College teacher-graduates are growing professionally but some need assistance in improving their teaching methods, in making classroom routine a part of the learning experiences of pupils, in communicating effectively with children, and in actively participating as citizens in the community.

IMPLICATIONS

The following implications signified by the findings and conclusions of this investigation have a direct bearing on many current problems related to pre-service and in-service training of teachers.

1. Evidence based on the findings of this study attest to the importance of preparing prospective teachers to know "how to live" as well as to know "what and how to teach." It is presumed that through liberal education, a college leads the prospective teacher to personal development and a wide knowledge of many fields. Through professional education and specialization in subject matter area, the college prepares the teacher for the art of teaching. The question facing college administrators is: what proportion of a student's program should be devoted to liberal education, to subject matter specialization and to professional preparation. By careful evaluation of the performance of beginning teacher graduates, colleges would be able to determine to some degree the relative effectiveness of their teacher education programs.

2. As evidenced in this study the professional growth of the teacher must expand throughout life in general education, subject matter, and skill of teaching. To assure maximum professional growth in the shortest period of time, college and school systems should develop in-service programs of continued education.

APPENDIX I

MADONNA COLLEGE
Livonia, Michigan

was graduated from our college in 19
and received a provisional certificate.
Our records indicate that this person has now taught years
under your supervision in grades and subjects
Will you please assist us in collecting information regarding
the relative success or non-success of this teacher so that
we might help her to grow professionally and likewise have
objective data for recommending her for permanent certification?

Although a completion of page two would meet the minimum
certification requirements, it is recommended that you fill
out page three as a means of accomplishing the continuous
professional growth of your teachers. Execution of page
three will enable you to make a careful analysis of the
ratings upon which you have based your conclusions, and will
furnish a basis for the recommending college to assist you
in securing the professional growth of your teachers.

Your cooperation in returning the enclosed forms, at your
earliest convenience, will be greatly appreciated. Thank
you for your assistance.

Sincerely yours,

Sister Mary Lauriana, CSSF.
Coordinator of Teacher Education

MADONNA COLLEGE
Livonia, Michigan

(Check the appropriate column at the right, please.)

Name of teacher:

	Degree of Attainment			
	Highly Superior	Growing Normally	Should Remedy	Seriously Deficient
I. The teacher works as a person:				
A. Works with a growing philosophy of life that contributes to the improvement of her own life and the lives of others.	___	___	___	___
B. Lives a rich personal life.	___	___	___	___
C. Develops and maintains good social relationships.	___	___	___	___
D. Exhibits physical fitness and attractive personal appearance.	___	___	___	___
II. The teacher as a professional worker:				
A. Is guided by an educational philosophy basic to the preparation of good citizens for a democracy.	___	___	___	___
B. Persists in gaining and maintaining a functional command of his subject.	___	___	___	___
C. Uses skillfully a wide variety of teaching methods.	___	___	___	___
D. Is a student of child growth and human development.	___	___	___	___
E. Makes classroom routine a part of the learning experiences of pupils.	___	___	___	___
F. Plans carefully his work and makes adequate preparation for it.	___	___	___	___
G. Practices democracy constantly.	___	___	___	___
H. Develops and maintains constructive teacher-pupil relationships.	___	___	___	___
I. Participates in establishing and maintaining cooperative and constructive relationships with other teachers and administrators.	___	___	___	___
J. Evaluates pupil growth fairly.	___	___	___	___
K. Participates actively in matters affecting his own growth.	___	___	___	___
III. The teacher as a citizen of the community:				
A. Shows by his conduct an understanding of the community backgrounds, interests and needs.	___	___	___	___
B. Has skill in techniques for increasing his understanding of the community resources and needs.	___	___	___	___
C. Actively participates in community betterment.	___	___	___	___
D. Is an effective exponent of the school and teaching profession in the community.	___	___	___	___

MADONNA COLLEGE
Livonia, Michigan

Name of Teacher:

1. In what ways have the services of this teacher been especially commendable?

2. In what ways could the services of this teacher have been more satisfactory?

3. In what ways could our institution have provided this teacher with better preparation for her work?

4. As things stand at present, is it probable that this teacher will be invited to return to your staff next year?

5. Would you advise that we observe this teacher in the classroom and consult with you personally before making a recommendation for a permanent certificate?

6. Indicate below, favorable, unfavorable, or both types of instances wherein the following relations of the teacher have been brought to your attention:

Teacher-pupil relationships:

Teacher-parent relationships:

Teacher-faculty relationships:

Teacher-community relationships:

7. My judgment is that this teacher rates as indicated below: (Check one.)

___Superior ___Good ___Average ___Doubtful ___Undesirable

8. Please make comments here. (If checked doubtful or definitely undesirable, be specific in giving your reasons.)

Date_____ Signed_____ Position_____

School_____ Address_____

APPENDIX II

TABLE I

ADMINISTRATORS' RESPONSES INDICATING THE TYPE OF FIRST-YEAR TEACHER RELATIONSHIPS OF 86 MADONNA COLLEGE TEACHER GRADUATES

	Very Favorable	Favorable	Unfavorable	No Reply
Teacher-pupil	10.47	80.23	8.14	1.16
Teacher-parent	10.47	80.23	4.65	4.65
Teacher-faculty	17.44	76.74	3.49	2.33
Teacher-community	6.98	69.79	5.81	17.44

TABLE II

ADMINISTRATORS' RESPONSES RATING THE QUALITY OF THE FIRST-YEAR PERFORMANCE OF 86 MADONNA COLLEGE TEACHER GRADUATES

	Per cent		Per cent
Superior	23.26	Doubtful	3.49
Good	59.30	Undesirable	1.16
Average	11.36	No reply	1.16

TABLE III

ADMINISTRATORS' RESPONSES RATING THE DEGREE OF ATTAINMENT OF QUALITIES RELATED TO PROFESSIONAL GROWTH OF 86 MADONNA COLLEGE TEACHER GRADUATES

	Per Cent				
	Highly Superior	Growing Normally	Should Remedy	Seriously Deficient	No Reply
I. The teacher works as a person:					
A. Works with a growing philosophy of life that contributes to the improvement of her own life and the lives of others.	32.56	62.79	4.65		
B. Lives a rich personal life.	29.07	58.14			12.79
C. Develops and maintains good social relationships.	41.86	51.16	3.49	1.16	2.33
D. Exhibits physical fitness and attractive personal appearance	46.51	50.00	2.33	1.16	
II. The teacher as a professional worker:					
A. Is guided by an educational philosophy basic to the preparation of good citizens for a democracy.	40.70	54.65	3.49		1.16
B. Persists in gaining and maintaining a functional command of his subject.	36.05	59.30	2.33	2.32	
C. Uses skillfully a wide variety of teaching methods.	27.91	59.30	12.79		
D. Is a student of child growth and human development.	31.40	61.63	6.97		
E. Makes classroom routine a part of the learning experiences of pupils.	22.09	66.28	9.30	2.33	
F. Plans carefully his work and makes adequate preparation for it.	38.37	56.98	3.49	1.16	
G. Practices democracy constantly.	31.40	59.30	3.49		5.81
H. Develops and maintains constructive teacher-pupil relationships.	37.21	47.67	6.98		8.14
I. Participates in establishing and maintaining cooperative and constructive relationships with other teachers and administrators.	46.51	45.35	8.14		

TABLE III (continued)

	Per Cent				
	Highly Superior	Growing Normally	Should Remedy	Seriously Deficient	No Reply
J. Evaluates pupil growth fairly.	26.75	68.60	3.49		1.16
K. Participates actively in matters affecting his own growth.	30.23	62.79	2.33		4.65
III. The teacher as a citizen of the community:					
A. Shows by his conduct an understanding of the community backgrounds, interests and needs.	29.07	60.46	3.49		6.98
B. Has skill in techniques for increasing his understanding of the community resources and needs.	19.77	63.95	6.98		9.30
C. Actively participates in community betterment.	22.09	53.49	9.30		15.12
D. Is an effective exponent of the school and teaching profession in the community.	26.75	58.14	5.81	2.32	6.98